DOCUMENT RESUME

ED 345 309 CS 507 817

AUTHOR Ostermeier, Terry H.
TITLE The Intercultural Interview: An Experience in Intercultural Listening.
PUB DATE Mar 92
NOTE 15p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; College Seniors; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; Higher Education; *Intercultural Communication; Interpersonal Communication; *Interviews; *Listening; *Listening Skills; Multicultural Education; *Speech Communication; Speech Instruction
IDENTIFIERS Communication Behavior

ABSTRACT

An experiential student project in an intercultural communication course promotes active cross cultural understanding through an intercultural interview with listening as a primary focus. Students in this senior-level course may choose to conduct an intercultural interview as a field study project, meeting for two or more separate interview sessions with someone from a foreign country or from an American cultural group other than Caucasian. In the interviews, information is sought regarding the interviewee's culture and communication in that culture, and the interviewer assesses the impact of observed nonverbal factors (facial expressions, eye behavior, use of space, hand gestures, and voice) on the listening process. Students present short oral presentations in the final weeks of the semester, highlighting major findings pertaining to the culture and communication, and presenting a discussion and analysis of the impact of nonverbal behaviors on the process of listening in the interview. Since 1990-91, one out of three students enrolled has conducted intercultural interviews, interviewing students representing 32 different cultures. Feedback from students engaging in the interviews appears to be overwhelmingly positive. Several statements from students demonstrate that interviewers perceived they: (1) gained more insight into a culture through the person-to-person interview experience than through library or even class materials; (2) reduced prejudices and inaccurate views of differences between cultures; (3) developed personal friendships with someone from another culture; and (4) achieved a greater appreciation of listening skills and of the need to examine and adapt one's listening skills in intercultural interactions. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED345309

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Terry H. Ostermeier, Ph.D.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE INTERCULTURAL INTERVIEW:

AN EXPERIENCE IN INTERCULTURAL LISTENING

Terry H. Ostermeier, Ph.D.

Professor of Communication

University of Wisconsin - Whitewater

CS507817

Paper presented at the International Listening Association Convention, Seattle, Washington, March 4 - 8, 1992.

BEST COPY AVAILABLE

Introduction

From the mass media to the various levels of our educational system, we are seeing expressions of concern for the need for better understanding between cultures. The concern is not only that there is a lack of competence to communicate effectively with other cultures but also often a lack of conviction that there actually is a need for improvement.

The reason for the surprising lack of awareness of the need for deeper cross cultural understanding may be that the majority of well-educated people have a "passive" understanding of the other cultures. When people of different cultures or sub-cultures interact in face-to-face situations in which egos are involved, another kind of understanding is required - "active" understanding. In the curricula area of an educational institution this can hardly be accomplished through traditional classroom methods (Sikkema, 1987).

Background

Generally speaking, how is active understanding to be attained? The Peace Corp's form of an "experiential" education - learning by doing on a world scale - is an example of one way (Sikkema, 1987). Students obviously cannot involve themselves in such an encompassing experience while attending classes on an American campus. There are, however, other experiential experiences available for students. One such activity is to participate in an intercultural interview.

Hall (1988, November) reported upon a student project he regularly assigns in a college course in intercultural communication. It consists of three phases in which students construct questions to be used in the interview, uncover and discuss information about the difficulties of the foreign person in an interview, and finally interpret answers given and observe their own communication behavior. The project is an effort to significantly cover both an analysis of the content of the interview and the communication behavior of the questioner. Hall goes on to stress that from beginning to end the project is aimed at experiential involvement. Pedagogically, it is based on the belief that the satisfaction and stimulation that can accompany the personal intercultural experience may be mixed with frustration and even occasional anger as students actually participate in intercultural communication situations. Without such personal involvement, all the readings and discussion s of an intercultural unit will be of sterile value, and will have little relevance to students' lives.

The student project just described examines the over-all process of communication. Those of us with particular interests in listening can and should focus on the process of listening in intercultural interactions. How significant is listening in the intercultural setting? How feasible is it to focus upon that element? The intercultural communication literature does encourage such an approach. For example, Dodd (1991, 302) points out that among the numerous interpersonal skills we can access for effective intercultural communicating, listening skills are a major dimension.

The literature is certainly limited in material specifically analyzing the factor of listening in intercultural communication. One of the few efforts was undertaken by Wolvin (1987, July) when he devised a preliminary survey questionnaire to which international students attending college in the United States responded with their perceptions of listening in their native cultures and in American culture. The students gave their observations about similarities and differences in listening in the two cultures, the emphasis given to being a good listener, and the comparative quality and rewards in each. The author summarizes that the survey indicates that people from different cultures have different perceptions about listening. Furthermore, it appears that good listeners in any culture are those who care about others in relationships.

Project Goals

The author of this paper has devised an experiential student project in an intercultural communication course in which listening is a primary focus of an intercultural interview. The project particularly focuses upon one factor which significantly impacts on effective intercultural communication - nonverbal cues. The importance of nonverbal cues in effective communication in general and intercultural communication in particular is stressed by authorities. Fieg & Yaffee (1977, 53) recalls that Birdwhistell, a pioneer in nonverbal studies, has estimated that only about 30 per cent of what is communicated in a conversation is verbal - and that is based on two persons from the same culture speaking their native language. In a cross cultural conversation, it is obvious that both individuals must rely even more on nonverbal behavior. Richmond (1991, 292) supports this view by stating that (in intercultural communication) perhaps the nonverbal aspects are more critical that the verbal aspects because we readily recognize that other people speak a language different from our own. What we fail to recognize is that other people's nonverbal messages are even more vastly different from our own than are their languages.

While some might take issue with the observation that the nonverbal is more critical than the verbal, the vital importance of the nonverbal dimension has been widely accepted. As to the significance of nonverbal cues in the process of listening interculturally, such a connection has also been highlighted. Dodd (1991, 302) emphasizes that by providing adequate nonverbal information and by developing skills at positive feedback, most people can increase their adequacy in intercultural listening.

Can students demonstrate their ability to perceive how nonverbal cues influence their listening to what is said in intercultural conversations through engagement in an experiential activity as one of the requirements in a course? Sikkema (1987) reports on observations made by student participants in a more involved field experience than an intercultural interview. One student responded by saying, "I'm aware that we communicate more by voice tones, inflection, and a myriad of nonverbal cues than by actual words themselves. I'm also aware that different cultures operate with different cues. This can be confusing and lead to bad feeling on both sides. I'm now more likely to check out the meaning of a communication rather than respond with anger or

withdrawal"(93). Sikkema continues by saying that several students showed acceptance of the fact that differences in verbal and nonverbal communication were no longer simply matters for annoyance or frustration but were crucial to understand if they were to communicate with people of different cultures or ethnic or subcultural groups. This change from cognitive, passive understanding to affective, active acceptance was characteristic of this experiential involvement (88). Hall (1988, November), in reference specifically to the intercultural interview, stresses that active understanding is consistently confirmed by student reports that the international person interview was a highlight of the course, that it was an insightful experience in the sense of personal growth, and that it provided an opportunity for sensitive understanding of another's cultural perspective.

Thus, there appears to be evidence that students may be able through an experiential activity to gain an active understanding of how their skills in intercultural communication, including listening, are affected by the accuracy of their understanding of nonverbal cues.

Purpose of Paper

The author of this paper is currently involved in an on-going process of collecting data from the intercultural interview experiences conducted by students in a course in intercultural communication. It is anticipated this process will take at least another year. The purpose of this paper, therefore, is to elaborate upon the details of this student experiential project and to present preliminary observations derived from the initial stages of this activity. It is the intent of this author to ultimately summarize and discuss the completed data in a proposed paper at a subsequent convention, hopefully in 1993.

The Course

Students are enrolled in a senior-level course in intercultural communication. The course meets twice a week for 75 minutes each session. Approximately 30 students are enrolled in each of two sections each semester. The number of international students or non-Caucasian American students enrolled each semester ranges from 10 to 30 %. The course is structured to concentrate upon the cultures in Africa, Asia, the Middle East, and South America as well as the primary non-Caucasian cultures in America - African American, Asian-American, Hispanic-American, and Native American. The course includes lecture, discussion, in-class exercises/simulations, films, exams, and the student project. The project involves a paper and an oral presentation of the major findings and conclusions to the class.

The Student Project

Each student has a choice of either a "library resources" study or a "field study". Under each of these, the student has a further choice of two approaches. (See Appendix A for a complete description of the four choices).

One of the "field study" approaches is the opportunity to conduct an

intercultural interview. Since this approach is the focus of this paper, a more elaborate description will be given at this time. A student may choose to interview someone from a foreign country or someone from a cultural group residing in the United States other than Caucasian. It is stipulated that the person from the foreign country must be someone who has been in this country less than two years, preferably less than one. If someone is selected from a cultural group in this country, that person's experiences must have been different than mainstream America. Two or more separate interview sessions, rather than just one, are expected to maximize the opportunity to secure more accurate information. In addition, students are urged not to meet in the same location for all interviews. Possibilities include the campus library, student center, either participants' room, or a restaurant. By having more than one session and by including both informal and formal settings, it is allows the participants to observe each other in a wider perspective. Two types of information are sought from the interviews. Information is gained from responses of the person being interviewed about that person's culture and communication in that culture. (See Appendix B for the guide sheet to assist students in interviewing someone from a different culture).

The source of the second type of information is from observing and reflecting upon the communication between the participants in the actual interview. Appendix B offers assistance in this area, also. Additional guidance is given in the form of a nonverbal questionnaire to be filled out by the interviewer upon completion of the interviews. The interviewer is asked to make an assessment of the approximate degree of similarity and difference with mainstream American culture of the person being interviewed regarding such nonverbal factors as facial expressions, eye behavior, use of space, hand gestures, and voice. Most importantly, the interviewer is to reflect and report upon the impact these observed behaviors had on the process of listening in the interview.

Students are given strong encouragement to select the interview approach over the other choices since the experiential involvement has the potential for active learning outcomes. Students are offered the opportunity to achieve at least a grade of "B" in the exercise portion of their grade in the course by thoroughly completing the nonverbal questionnaire and incorporating the information in their paper and the oral presentation.

Detailed information about the student project, including the intercultural interview, is not distributed until about the fifth week of the semester. This allows several cultural groups to be covered and, thus, enables the student to gain some insight into factors of culture and communication to be alert to as each undertakes the project. Students have until the seventh week of the semester to submit a one page proposal which states not only the topic but the boundaries of the topic. A representative list of sources is also required to indicate availability of material on the topic. The instructor approves or disapproves the student's proposed plan of action and gives any feedback on specifics contained in it. Seven to eight minute oral presentations are scheduled for the final three weeks of the semester. These are informal sessions, not formal speeches,

with the class seated in a large circular arrangement. Students are to highlight major findings pertaining to the culture and communication and to draw general conclusions. Featured in the presentation is a discussion and analysis of the impact of nonverbal behaviors on the process of listening in the interviews. Other students in the class are encouraged to ask questions and offer their own observations and to relate their own experiences.

Preliminary Observations

THE INTERVIEWERS:

1) Since Fall 1990-91, the point when the data collection began, 170 students have enrolled in the course, Cross Cultural Communication (59 males, 111 females).

2) 59 students (35%) have elected to engage in the intercultural interview.

3) While more females than males have chosen the interview project (36 or 61% females; 23 or 39% males):
   a) twice as many females are enrollees in the course (65% female; 35% male), and
   b) a greater percentage of the total male enrollment in the course have made the choice to interview (39% of the males; 32 % of the females).

4) Males have shown nearly a 2 to 1 preference to interview males:
   a) males interviewing males - 15 (61%).
   b) males interviewing females - 8 (39%).

5) Females have shown no strong tendency to interview one sex rather than the other:
   a) females interviewing females - 17 (47%).
   b) females interviewing males - 19 (53%).

THE INTERVIEWEES:

1) Students interviewed represent 32 different cultures (countries).

2) Areas of the world from which cultures are represented are:

a) Africa	12%	7
b) Asia	34%	20
c) South America	12%	7
d) Middle East	12%	7
e) Europe	25%	15
f) Other	5%	3

3) Cultures represented by area are:
   a) Africa - Cameroon, Ghana, Kenya, South Africa.
   b) Asia - Hong Kong, Japan, Korea, Laos, Singapore, Taiwan, Thailand, Vietnam.
   c) South America - Bolivia, Dominican Republic, Ecuador, Mexico, Nicaragua, Puerto Rico.
   d) Middle East - Israel, Jordan, Palestine, Turkey,

United Arab Emirates.
e) Europe - England, France, Germany, Holland, Iceland, Norway, Romania, Spain.
f) Other - Australia, India, Nepal.

4) More males have been interviewed than females (males 34 or 58%; females 25 or (42%).

Feedback from students from the course engaging in the interviews appears to be overwhelmingly positive. Students volunteer a variety of accomplishments. The following four statements reflect an indication of the major observations derived from the analysis of the data thus far. Quoted excerpts from the student interviewers are presented under each statement to illustrate the statement.

The interviewers perceived they:

1) Gained more insight into a culture through the person-to-person interview experience than through the library materials and even class materials.

Females Interviewer; Male Interviewee from France
"By interviewing _____ I have grasped the concept of cross cultural communication much better than if I were to simply read or hear someone provide information about another culture."

Male Interviewer; Female Interviewee from Japan
"In reviewing what I gained from these interviews, I would have to say there is great deal of understanding about persons from another culture that cannot be received from books or lectures. Information can be gained from such sources but it is through extended personal conversations with someone from another culture which helps you understand and appreciate."

Female Interviewer; Male Interviewee from Dominican Republic
"Doing this project interview has taught me many valuable things. I must admit I am very glad I chose to interview a foreign exchange student. While I read books on the Dominican Republic, it was from the interviews that I gained the most insight into the culture. This is what I will remember ten to twenty years from now. I will remember the nervousness we felt the first time we met, the chuckles and frustrations we shared, even the excitement in _____ eyes when I invited him to an American wedding."

2) Reduced prejudices and inaccurate views of differences between cultures.

Male Interviewer; Male Interviewee from England
"It was very interesting to sit and listen to him talk about England. It makes you realize that even though we are thousands of miles apart that we aren't that different. I'm sure that is the case with people from other cultures as well."

Male Interviewer; Female Interviewee from Ecuador
"While this experience has not made me completely free of prejudice and misconceptions, it has raised my level of understanding and tolerance, and that is important."

Male Interviewer; Female Interviewee from Thailand
"I didn't find the solution to the world problems in these interviews. But I did learn that, if people could be more educated about the positive aspects of the diverseness of people of the world, each one of us could just start to help."

3) Developed personal friendships with someone from another culture.

Male Interviewer; Female Interviewee from Japan
"The single greatest thing about doing this interview project is really getting to know someone from another culture. I feel like I have made a friend."

Female Interviewer; Male Interviewee from Spain
"My experience with _____ will always be remembered. He became a part of my life. I learned a lot from this experience and feel I will be better prepared in the future to meet persons from other cultures."

Male Interviewer; Male Interviewee from Turkey
"I'm sorry I won't see _____ on campus anymore but I have his address and he has mine. Hopefully someday we can again get together. What sticks in my mind is ____ description of a friend. He said it was someone who would do anything for someone, without questions. That is what sums up _____. If everyone in this world had this attitude, I think things would be much better for all of us. Thanks for being my friend _____ ."

4) Achieved a greater appreciation of listening skills and especially the need to adapt one's listening skills to the other culture.

Female Interviewer; Male Interviewee from Taiwan
"Interviewing someone from a different culture is a great learning experience in cautioning a person not to listen as usual when you converse with a person from another culture."

Female Interviewer; Male Interviewee from Vietnam
"Especially through my interviews I have become familiar with the Vietnamese and have gained an understanding of their culture. The experience helped me to listen to another culture is a less culturally biased way. This is very important because I am going into the teaching profession."

Male Interviewer; Male Interviewee from Cameroon
"I determined there were several misunderstandings right from the start that we were both unaware of and that probably could have been avoided if we had not been listening in the conventional manner of our respective cultures."

Preliminary Conclusions

One out of three students enrolled in the course has elected to conduct interviews with a person representing thirty-two cultures from areas throughout the world.

At this preliminary stage in the analysis of the data collected from the interviewers, students have responded with observations which appear to indicate they are drawing beneficial insights into how to communicate with someone from another culture. The need to examine and adapt one's listening skills in intercultural interactions is one of the major areas of observation made by the student interviewers.

After gathering data on additional students, the next stage of this project will be to center on an analysis of a major focus of the interview assignment. Data is being compiled on the interviewer's perceptions of how various nonverbal factors affected communication in the interviews and how this impacted on the listening process in particular. The goal for this next stage is to analyze and evaluate the data for possible presentation as a paper in the near future.

Appendix A

Individual Project

Each student has a choice of one of the following:

1. Library Resources Study. Research and analyze a subject area of intercultural communication by utilizing materials in the library (books, journals, newspapers, government documents,etc.)
2. Field Study. You should have RECENTLY had (within the past two years) or are NOW having direct experiences with an individual from a different culture. If you choose to interview someone from a different culture, a description and analysis of the communication between you and the other person should be one of the primary focuses of the project. See your instructor for an interview guide and specific instructions. Library resources should be worked into a paper based on a field study though not to the same extent as a library resource study.

Submit a one page project proposal specifying the purpose and boundaries of your topic. Include a short bibliography to indicate there are sufficient representative sources available. Formulate your information in to a written paper 6 - 8 pages of text plus page(s) for References. NOTE: A paper written to meet the University Writing Requirement must be a minimum of 8 pages of text. Adapt the paper for an oral presentation of 7 - 8 minutes.

EXAMPLES OF TOPICS SELECTED IN PAST SEMESTERS

BETWEEN AMERICANS AND INDIVIDUALS FROM A CULTURE OUTSIDE THE U. S.

General

- Common Gestures in Western Europe
- The Messages of International Sports Competition
- Communication and the Peace Corps
- Role of Communication for the Diplomat

Specific

- Japanese and American Female Communication Patterns
- Foreign Student from _____ Studying in the U. S.
- The Mexican Culture and the Disabled
- Communication in Japanese Owned Businesses in the U. S.
- The American Student Studying in Germany

BETWEEN CULTURES WITHIN THE U. S. OR WITHIN ANOTHER COUNTRY

General

- Cross Cultural Counseling
- Communication Patterns in Cross Cultural Marriages

Specific

- The Menominee Indians in Wisconsin
- Interracial Roommates on a College Campus
- Intercultural Communication and Indian Treaty Rights
- Black Students at a "White" University

DEADLINES

One Page Proposal	No later than March 15
Oral Presentations Begin	April 17
All Papers Due	April 26

Appendix B

Interviewing Someone From A Different Culture

It is not the essential purpose of this check sheet to furnish questions to enable you to interview. The primary purpose is to help you prepare for, look back, and evaluate not only the content of the interview but also the communication process between the two of you.

Suggested Check List:

1. Before you interviewed the person, you have some feelings, expectations, or attitudes. Record them for future reference.

2. Read about the culture before you interview the person. How do you react to this information?

3. Was your preparation for the interview helpful and useful? Was there anything you should have done differently?

4. What feelings did you have approaching the person for the first time? Curiosity? Anxiety? Negative attitudes? In what ways did you feel different than when approaching an American stranger?

5. How did the person act toward you? Did he/she show feelings of suspicion, anxiety, or pleasure on being asked to participate? Did you discuss these feelings with the person?

6. Did your conversation flow smoothly? What did you talk about? Did you or the other person need to ask clarifying questions frequently? Were there frequent interruptions? Pauses? Did you have to work hard to keep the conversation going?

7. Was anything said by you or the other person that either of you felt personally offensive or annoying? How did both of you react?

8. Did you and the other person merely ask questions and give answers or did you really exchange ideas and thoughts?

9. Did the conversation generally conform to your expectations? In what ways was it similar or different?

10. Before you came to the core point of your conversation, was there a period of exploration or small talk? What did you talk about?

11. How was the conversation ended? How did you feel about ending the interaction with the other person?

12. You met the other person more than once. Did you notice any differences in how the two of you communicated on the different occasions? What were they?

13. In what different places did you hold the conversations - your place, his/her place, a public lounge, having something to eat (a fast food place or regular restaurant? Were there any differences in the conversations in these locations?

Appendix B (continued)

14. Did you notice whether you talked/listened to the other person in a different manner than you normally do with other Americans? What were these differences?

15. Did you observe any different nonverbal communications (gestures, facial expressions, eye behavior, uses of space, etc.) the other person used? What did the other person say about their meanings in his/her own culture? Did any of them bother you, make you uneasy, cause misunderstandings in meaning, or even help the communication between the two of you?

16. Did you ask the other person about whether they talk differently to Americans from how they talk to someone from their own culture?

17. Did you or the other person pass judgments or otherwise evaluate the statements of the other? How were these actions accepted by the other?

18. Did the other person say anything critical about aspects of the United States about which you have strong feelings? How did you react? How did the other person react to such statements?

19. Did you notice whether you or the other person frequently misunderstood meanings during your conversation? Were these caused by language or nonverbal or vocal factors?

20. Did the other person appear eager to communicate with you? If yes, why do you think they did? If not, why not?

21. Did you or the other person notice any evidences of "stereotyping" or "ethnocentrism"? What were they? Did you feel free to discuss them? With what results?

22. Did you conversation in general or in parts not go well? What were the sources or causes of these failures?

Adapted from Mestenhauser, J. (1976). Learning from foreign students. Minneapolis, MN: University of Minnesota - International Student Adviser's Office, 28-29.

References

Almaney, A., & Alwan, A. (1982). Communicating with the Arabs. Prospect Heights, IL: Waveland Press.

Barnlund, D. (1989). Communicative styles of Japanese and Americans: Images and realities. Belmont, CA: Wadsworth Publishing Company.

Dodd, C. (1991). Dynamics of intercultural communication. Dubuque, IA: Wm. C. Brown Publishers.

Eide, I. (Ed.). (1970). Students as links between cultures. Oslo, Norway: Universitetsforlaget.

Fieg, J., & Yaffee, J. (1977). Adjusting to the USA: Orientation for international students. Washington, DC: Washington International Center of Meridian House International.

Furnham, A., & Alibhai, N. (1985). Value differences in foreign students. International Journal of Intercultural Relations, 9, 365-375.

Gudykunst, W., & Kim, Y. (1984). Communicating with strangers: An approach to intercultural communication. Reading, MA: Addison-Wesley.

Hall, P. (1988, November). The international person interview project: Experiential learning in intercultural communication. Paper presented at the meeting of the Speech communication Association, New Orleans, LA.

Hecht, M., Andersen, P., & Ribeau, S. (1989). Cultural dimensions of nonverbal communication. In M. Asante & W. Gudykunst, Handbook of international and intercultural communication. Newbury Park, CA: Sage.

Hoopes, D. (Ed.). (1976). Readings in intercultural communication - Volume V. Pittsburgh, PA: Intercultural Communication Network, University of Pittsburgh.

Hutchison, W., Poznanski, C., & Todt-Stockman, L. (1987). Living in Colombia. Yarmouth, ME: Intercultural Press, Inc.

Klopf, D. (1987). Workbook for intercultural encounters. Englewood, Colorado: Morton Publishing Company.

Leather, D. (1986). Successful nonverbal communication. New York: Macmillan Publishing Company.

Mestenhauser, J. (1976). Learning with foreign students. Minneapolis: MN: International Students Adviser's Office, University of Minnesota.

Richmond, V., McCroskey, J., & Payne, S. (1991). Nonverbal behavior in interpersonal relations. Englewood Cliffs, N.J.: Prentice-Hall.

Samovar, L., & Porter, R. (1991). Communication between cultures. Belmont, CA: Wadsworth Publishing Company.

Sikkema, M. & Niyekawa, A. (1987). Design for Cross Cultural Learning. Yarmouth, ME: Intercultural Press, Inc.

Wolff, F., Marsnik, N., Tacey, W., & Nichols, R. (1983). Perceptive Listening. New York: Holt, Rinehart and Winston.

Wolvin, A. (1987, July). Culture as a listening variable. Paper presented at the meeting of the International Listening Association, Toronto, Canada.

Wolvin, A., & Coakley, C. (1988). Listening. Dubuque, IA: Wm. C. Brown Publishers.